

**MISSOURI DEPARTMENT OF CORRECTIONS  
TRAINING ACADEMY  
LESSON PLAN**

**COURSE TITLE:** In-service

**CLASS TITLE:** Armed Transportation

**MODULE TITLE:** Module #1: Using Restraints During Transports

Prepared By:  
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Date: September 2005

**OVERVIEW**

This module will provide participants with the skills necessary to correctly apply restraints for offender transportation and will address special security concerns that are associated.

**PARAMETERS**

Hours: 4

Space: Large Classroom

Number: 24

Audience: All Correctional Officers

**PERFORMANCE OBJECTIVES**

At the conclusion of this course, participants will be able to:

1. Given agency approved restraints, demonstrate restraint application techniques for armed transportation, according to the module guidelines.

**EVALUATION TECHNIQUES**

Evaluation techniques utilized by the trainer(s) to determine if the performance objectives have been met.

1. Trainer's Observation
2. Proficiency Test
3. Participant's feedback

REQUIRED MATERIALS/EQUIPMENT/SUPPLIES NEEDED			
	Overheads	X	Projector screen
	Overhead Projector	X	Computer & LCD
X	Slide show		Television(s)
	Videotape Player		Video Camera
	Posters	X	Masking Tape
X	Markers	X	Easel Pads & Stands
<b>Videotapes:</b>			
<b>Other:</b>			
Full restraints (handcuffs, leg irons, waist chain, black box), practice knife, protective mats			
<b>STUDENT HANDOUTS</b>			
<b>Title</b>			
Participant's Manual			
Transportation policy			

## INSTRUCTIONAL STRATEGIES

Lecture, group analysis, demonstration, role play

## REFERENCES

The following books and materials were used as a basis for this lesson plan. The instructor should be familiar with the material in these reference documents to effectively teach this module.

### TITLE

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1. IS Policy 20-4.2 Offender  
Transportation

4.

2. Offender Transportation Basic  
Training

5.

6.

3.

*Prerequisite Training/Certification:* Two years of service and current firearms certification

*Curriculum Content Approved by:*  
Bill Schmutz, Security Coordinator

*Date Approved:*

*Curriculum Design Approved by:*  
Royce Hudson, Chief of Staff Training

*Date Approved:*

Original Date: September 2005

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### ANTICIPATORY SET

**Ask Participants:** In the past, what type of offender transportation trips have staff from the facilities normally performed?

**Possible Responses:** Hospital trips, funeral trips, bedside visits, court, etc.

These types of transformations will vary and so will the skills of the staff who are supervising the trips. The transportation policy has changed which will effect both the outcount types and transport protocols and during the course of this workshop we'll explore these changes.

**Ask Participants:** Those of you who have transported offenders, what training were you provided?

**Possible Responses:** Will vary however, some may say none.

#### **Note to Trainer:**

Provide example of training that was provided in the past. This can be a personal example or you can just note that staff usually weren't given much direction and were even told that the offender that they were transporting could provide them with directions.

**As an example:** *"The first transportation trip that I made by myself was a funeral trip to St. Louis. I was told the night before the trip that I would be going and was not told any details, other than I needed to wear "street clothes" as opposed to my uniform. I had never been on a funeral trip and didn't know anything about the dos and don'ts. When I arrived for the trip, I was told that I would be going to St. Louis and I was given an address and the out-count. I knew nothing about the offender and wasn't given an opportunity to review his file or talk to anyone about their history. Since I didn't know St. Louis, I had no idea how to get to the funeral home and when I asked the Major, he simply told me "The offender will know, ask him."*

*Fortunately, the offender was not violent and didn't have a desire to escape. He did help me get to the funeral home where his family was waiting. He explained to his family that I couldn't remove the restraints and was very polite. I was extremely lucky but this hasn't always been the case when others have transported offenders."*

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**Ask Participants:** What types of problems can you see with this transport?

**Possible Response:** No guidance from supervisor, not properly advised on directions, no knowledge of the offender, didn't place the offender in restraints.

**Ask Participants:** What other types of problems have staff encountered when transporting offenders?

**Possible Responses:** Escapes, assaults, getting lost, vehicle trouble, etc.

The reality is that transporting offenders is one of the most dangerous aspects that staff will face. This is because the offender knows that this is their best opportunity for escape and unfortunately, they also realize that staff aren't as prepared as they should be. We owe it to our staff and to the public, to provide them with the skills necessary to safely and effectively transport offenders.

That's what this program is intended to do and during this module we'll examine the skills and knowledge that transporting officers need to know. This program will cover several aspects of transportation, addressing not only the basic skills that every transporting officer needs but also how they should actually conduct the transport. In this particular module we'll focus on the restraints, their use during transports and special security concerns that may arise when transporting offenders. With this in mind, we'll use the following performance objective to guide us through this module:

- Given agency approved restraints, demonstrate restraint application techniques for armed transportation, according to the module guidelines.

### **INSTRUCTIONAL INPUT**

The first thing that needs to be considered when staff are being

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selected to transport offenders is: Do they meet the criteria that is specified by policy? Part of this training is to meet that policy requirement but staff also need to have at least two (2) years of experience in our agency to perform armed transports and have a current firearms certification card.

**Ask Participants:** Why do you think that this might be important?

**Possible Response:** They have become proficient with many of the basic skills that are needed to work with offenders and are aware of many of the “job specific” aspects such as contraband, radio usage, set-ups, etc.

Since you have been selected for this program you should already have the time of service required (2 years) and also have a current firearms certification. The goal of this program is to provide you with the knowledge and skills you need to safely and effectively transport offenders, regardless of the type of out-count. Before we get into the specifics of transporting, we need to address the application of the equipment/tools that will be needed during a transport.

### Brainstorm Exercise

**Directions:** I want you to take 5 minutes and list all of the tools that are needed to transport an offender on the easel pad.

#### Note to Trainer: Brainstorm Exercise

Have participants identify all the equipment that staff may need or use when transporting an offender. Chart the equipment and tools on an easel pad. The following is an example and is not all-inclusive:

- restraints
- firearms
- car
- bus
- documents
- radio

There are many things that need to be considered but the first

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thing we want to look at is the basics of restraints.

### RESTRAINTS

There are several types of restraints but we are going to only focus on restraints that will be used for transporting offenders. Policy (IS20-4.2) states that: *“with the exception of work release, education release, or transporting offenders to the bus station, all offenders will be in full restraints when being transported.”*

**Ask Participants:** What does term “full restraints” truly mean?

**Desired Response:** It means that the use of handcuffs with handcuff cover (black box), waist chain and leg irons are required.

To ensure that the application of these restraints are consistent across the agency, we are going to review and practice the application of restraints.

**Ask Participants:** Why is it important for staff to apply restraints in the same fashion?

**Desired Response:** This ensures that offenders are restrained in the most effective manner and that all staff can examine the restraints and determine if they are correctly applied.

**Ask Participants:** Before placing the restraints on the offender what should the transporting officer do?

**Desired Response:** Inspect the restraints.

Before you use a restraint, you must ensure that it works properly. You do not want to find yourself in a situation where you are trying to restrain an offender with a pair of broken handcuffs. You must inspect the restraints, both visually and operationally and know what to do if you find a restraint that is not working properly.

#### Note to Trainer:

Model proper inspection of restraints.

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Perform an **operational check** of the restraint. For both hand and leg restraints, this is done by locking and unlocking them - while performing this check also check for the following:

- Damage
- Missing parts
- Cleanliness

You also need to examine the waist chain, restraint cover (black box) and the pad lock that will secure them. Make sure that the links of the waist chain are secure and ensure that the pad lock can be locked and unlocked smoothly.

**Ask Participants:** What is the next thing that you need to do before applying the restraints?

**Possible Responses:** Will vary but the desired response is to evaluate the environment to determine if the location is appropriate to place the offender in restraints.

Many times you will have a specific area to move the offender into prior to placing them in restraints. If it is a secure area, you should first search the area for any contraband that may be there prior to allowing the offender into the area. If the area is an open area, such as in a receiving unit where a number of offenders are occupying the same area, you should evaluate the other offenders and determine if it is safe to place the offender(s) in restraints. Most of the time it will be but you always need to be aware of the danger that can arise.

After you have evaluated the environment you need to evaluate the offender that you will be placing in restraints. One thing that can help calm the often tense situation that applying restraints can bring, is to first tell the offender where they are going and why they need to be restrained. Unless there is a security issue, this can often help.

**Ask Participants:** What can his appearance and mannerisms tell you?



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**Possible Responses:** That he may be agitated, afraid or intoxicated and that he maybe a danger to you or may himself be in danger.

Again, you always need to be aware of the danger that can arise.

**Ask Participants:** After you have determined that it is safe to place the offender in restraints, what should you do?

**Desired Response:** Search them.

It **doesn't matter if they were searched by someone else** 5-minutes before, you still need to search them. It **doesn't matter if the offender complains** and it isn't an insult to the quality of the search that was performed by another staff member, **searching them is for your protection**, plain and simple. **You are the one transporting the offender. You are the one they may escape from. You are the one that could be killed. Search the offender.**

So you are going to search the offender but what type of search should you conduct? Obviously an unclothed search is preferred and **will be performed** if at all possible, however, you will perform a frisk search at the very least.

**Note to Trainer:**

Training on an unclothed search should be conducted at the facility, providing the environment allows it to occur. However, proper frisk search techniques should be demonstrated by the participants, regardless. **Refer to frisk search techniques outlined in the Institutional Basic Training program - Searches. All participants must perform a frisk search according to the techniques that are outlined.** If the participants can perform the frisk search then this component can be considered complete and trainers can move forward to the application of restraints.

Once the search has been completed, after you have searched the offenders clothing and allowed them to get dressed, it's time to place the offender in restraints. This procedure may vary based on the resistance that the offender exhibits however, for the purpose of this program we are going to assume that the offender is

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compliant.

### Stacking

One of the changes to the transportation of offenders is the manner in which the restraints will be used. The new transportation policy reflects that all outcounts which require restraints will utilize the “stacking method”. While many of the facilities are using this method, not all of them are using it correctly. This is how the “stacking method” works:

- Apply the handcuffs so the offender’s arms are folded in front of mid-section, palms facing downwards, left forearm above the right forearm.
- The double-bars of the handcuffs should be pointing out (toward the staff member).

**Ask Participants:** Why should the double bars be pointing out?

**Correct Response:** It provides limited access to the key hole by the offender and increases the access for double locking the officer.

#### Note to Trainer:

Emphasize that this method is to be used only with the restraint cover. When a restraint cover is not used the handcuff hole should be up the arm.

- The handcuffs should be placed around each wrist, fastened securely and dead locked. Ensure that handcuffs are of correct tightness and double locked. (Use tip of finger spacing test.)

#### Note to Trainer:

Remind participants to be sure to check that the handcuff is properly secured, and not overly tight or loose. A good point of reference to determine if the handcuff is correctly adjusted, should be that you can slide your little finger between the handcuff and the offenders wrist without forcing your finger into the space yet making contact with both the offender’s wrist and the handcuff. Once the handcuffs are in place the restraint cover should be applied followed by the waist chain.

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- Apply black box cover over the handcuffs. Apply the U” clip to hold Black box closed.
- Place the large swivel link of waist chain through black box slot. Waist chain is then placed around offender’s waist through belt loops if applicable.
- Once waist chain is around offender’s waist, thread the end of waist chain through the large swivel link.
- Draw waist chain tight enough that offender can still touch their nose with index finger of top hand.

**Note to Trainer:**

Emphasize that while this is a guideline, staff must insure that the waist chain is tight around the waist and will not allow the offender to slip the chain over their buttocks.

- Padlock the last link of waist chain to the portion of chain at the offender’s waist to eliminate unnecessary slack.

**Note to Trainer**

Demonstrate the proper method of application or have the participants break into pairs and practice the application.

**Ask Participants:** What advantages can the stacking method offer over the traditional restraint application method?

**Possible Response:** Increased safety and security, reduced offender movement, etc.

This method of restraint application is not without some controversy however, this method has been extensively evaluated and it not only increases the security needed for transportation of offender, it is also a very humane method of restraint.

After the handcuffs, waist chain and handcuff cover have been applied you need to secure the offenders legs with leg restraints. First, the offender should face away from the staff member and the leg restraints should be placed around each ankle and deadlocked.

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Once the leg restraints are in place, you should recheck the restraints to make sure they are not too loose or too tight. The leg restraints should always have the key hole pointing down the leg and they should always be dead locked.

You may encounter offenders that have legs that are too large for the leg restraints to properly fit. Should this occur you can use a waist chain to secure the offenders legs. If chains are used, a single loop should be placed around each ankle securely and a padlock used to secure each loop. Approximately one foot of chain should be left between the ankles to permit walking.

#### **Note to Trainer**

Demonstrate the proper method of application or have the participants break into pairs and practice the application.

This part of transporting offenders is a critical component and it is one that needs to be the same regardless of the facility. One of the best methods of ensuring that this is being done correctly is to practice.

### **GUIDED PRACTICE**

#### **Note to Trainer:**

Break participants into dyads or triads either through a creative method or by letting them select their own partner(s), and provide each team with a full set of restraints.

**Part 1:** *(Part 1 should take approximately 30 minutes to complete.)*

Now that you are in teams, I want you to apply the restraints in the same manner that we have discussed, including conducting a frisk search, rotating the responsibility of officer and offender. Instructors will move from team to team as you complete this activity, to ensure that proper application methods are being utilized.

**Ask Participants:** In what order should the restraints be placed on an offender?

**Desired Response:** Handcuffs, restraint cover, waist chain and leg

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restraints.

**Ask Participants:** Why is this order and the procedure used important?

**Possible Response:** It has been determined that this is the safest and most secure means to use restraints.

### Proficiency Test

#### Note to Trainer: Proficiency Test

Once you have determined that the participants have had the opportunity to become comfortable with the application of the stacking method of applying restraints, a proficiency test of the stacking method needs to be given to each participant. As this is a critical foundational element of transportation, participants must be able to complete the proficiency test without error. If the participant is unsuccessful in completing the initial proficiency test, they may be allowed one additional attempt to complete the proficiency test error free. If the participants fail to pass the second proficiency test they should be removed from the training.

Participant must demonstrate the **Stacking Method of Restraint**.

- Participant demonstrates proper positioning.
- Participant demonstrates application of handcuffs for the stacking method.
- Participant demonstrates the application of restraint cover and chain.

This was a pretty straightforward restraint application however, we all know that this isn't always the case. In this next section we are going to look at some of the challenges that can occur when applying restraints.

### INSTRUCTIONAL INPUT

#### Restraint Options

Before we get into the different situations that can occur, I want to mention the use of Disposable Plastic restraints that may be used in place of handcuffs during an emergency, when metal restrains are not available.

When using these restraints if possible, use two plastic strips. Place the one strip around offender's wrist and fasten it tightly, taking care not to over tighten. The second strip should be slipped

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through the first restraint and fastened around the second wrist. If you are unable to use two strips, the offender's hands should be crossed at the wrist, in a X shape and the plastic strip should be placed around the crossed section. When used as ankle restraints, three plastic strips should be used. Put one around each ankle and one through both strips. A caution here, if you apply disposable restraints be prepared to remove them using only an approved cutter. No knives or scissors!

#### Note to Trainer

Demonstrate the proper method of application or have the participants break into pairs and practice the application.

While the use of plastic restraints along with standard restraints, are the most common tools that you'll be using I do want to mention the use of a leg brace. The leg brace is just as it implies, a brace normally made of metal, which goes on the offender's leg. The brace is designed to go on either leg and is placed under the offenders clothing so that they cannot tamper with it. The brace has leather or velcro straps securing it both around the thigh and the calf. When seated the brace will allow the offender to bend their leg, however when the offender stands a small metal bracket slides down the brace, locking it in a straight position, preventing the offender from bending their leg.

#### Note to Trainer:

Demonstrate the proper method of application or have the participants break into pairs and practice the application.

While this is an effective tool, it is normally used when transporting offenders on airlines or sometimes in courtrooms and is something that you will probably not be using. However, it does demonstrate the need to consider special restraints or at least restraint options, when transporting offenders and while you may not be transporting offenders on airplanes, you will run into unusual situations when transporting. This may happen more often than you think and you need to consider them before coming face to face with the situation.

### Offenders in Casts, Braces, Wheelchairs or with Prosthetics

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A common situation that occurs when transporting offenders are offenders who are in casts, braces, and wheelchairs or have a prosthetic limb.

**Ask Participants:** What problems could a cast, brace, wheelchair or a prosthetic limb pose during searches?

**Desired Response:** Could provide areas to hid contraband.

**Ask Participants:** What problems could a cast, brace, wheelchair or a prosthetic limb pose when applying restraints?

**Possible Response:** May be difficult to place standard restraints over or around them.

Searching and restraining an offender when they are in a cast or brace is challenging but I know that you have ideas on what should be done and I would like to hear them.

### Brainstorm Activity

**Directions:** In your groups, I want you to consider the challenge of searching and applying restraints to an offender who is in a cast, has a brace, is in wheelchair or has a prosthetic limb. Create a chart that describes your recommendations of the proper methods to address the following four categories: Searches, applying restraints to an offender with a cast/ brace, applying restraints to an offender with a prosthetic limb, and applying restraints to an offender in a wheelchair.

#### Note to Trainer:

Have participants suggest ways to perform a search and apply restraints on an offender who is in a cast, has a brace, is in wheelchair or has a prosthetic limb. Place the information on a chart.

#### Possible Responses:

- **Searches** — Pat search as best as possible. If you have concerns have medical staff removed the brace/cast or examine it for tampering. You can also use a metal detector on the cast. If at all possible, the wheelchair and the offender should be search separately. This will enable you to better search the seat of the wheelchair and other areas that may be obstructed

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when the offender is in the seat.

- **Restraints — Cast or Brace.** Use plastic restraints and go around the cast/brace. As a medical option you can use a “crutch restraint” (**Have a crutch restraint available for demonstration.**)
- **Restraints – Prosthetics.** If the individual has a prosthetics, have the individual remove the prosthetic for searching or have medical staff remove the prosthetic. Then secure the prosthetic in the vehicle during transport.
- **Restraining the offender in a wheelchair.** Restraints are to be placed on the offender and not on the wheelchair. Restraints should be applied as you would to any offender. If at all possible a handicapped accessible vehicle will be utilized to transport offenders in a wheelchair.

Before we move forward with the next restraint challenge I want to provide you all with an opportunity to practice applying restraints to individuals who are in casts, braces or wheelchairs.

### GUIDED PRACTICE

#### **Note to Trainer:**

Since the individuals being restrained won't actually have casts or braces it is recommended that air splints or “Ace” bandage wraps be considered to help increase realism.

Break participants into groups and have individuals take turns assuming the role of the offender and the officer. Restraints should be provided to allow participants to practice with optional techniques on both the arms and legs. The exercise should continue until all of the participants have the opportunity to practice restraint application.

**Ask Participants:** What challenges can you anticipate when placing restraints on an offender who is in a cast, brace or wheelchair and how would you address this concern?

**Possible Responses:** Medical concerns, proper application of restraints, etc. Contact your supervisor.

### EVALUATION/CLOSURE

**Ask Participants:** What is the policy requirement for staff to be eligible to transport offenders?



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**Correct Response:** Part of this training is to meet that policy requirement but staff also need to have at least two (2) years of experience in our agency and have a current firearms certification card

**Ask Participants:** What is the approved method of restraint application for transports?

**Correct Response:** Stacking.

**Note to Trainer:**

Ask participants for a volunteer to demonstrate the stacking technique. If no one volunteers have all the participants demonstrate the technique.

**Ask Participants:** What should be done prior to restraining the offender and who should do it?

**Desired Response:** Searching (preferably an unclothed search but a frisk search at a minimum) and it should be performed by the transporting officer.

In this training module we examined the basics of applying restraints and you were given an opportunity to apply restraints using the stacking technique. While this was a detailed process it was needed in order to meet the following performance objective:

- Given agency approved restraints, demonstrate restraint application techniques for armed transportation, according to the module guidelines.

To help reinforce the ideas and concepts that we've discussed here today, we are going to track the "**Correction Concepts**" that are discussed by noting them in your manual.

**Note to Trainer:**

Refer participants to "**Correction Concepts**" page in the back of their manual (module #4) and have them take a couple of minutes to list the ideas and concepts that they feel are important or that is a good idea.

While the information that we just covered will definitely help you

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will the basics of transporting, you will still be placed in situations that will challenge you. In the next module of this program we will be examining these aspect of an armed transport. During this section we will explore what staff should know regarding the use of deadly force and how to retain a firearm should someone attempt to take it from them.